

## How we organize ourselves

An inquiry into the interconnectedness of human-made systems & communities; the structure & function of organizations; societal decision making; ***economic activities & their impact on humankind and the environment.***

**Central Idea: economies and lifestyles depend on their environments.**

**Lines of inquiry:**

1. the different roles of individuals in an economy.
2. the ways that natural resources are gathered and used.
3. basic needs and wants.

**Key concepts:** function, connection, form

**Related concepts:** settlement patterns, resources, conservation

<p>Introduce planner by showing artifacts related to planner- Introduce lines of inquiry –magic curtain What are some ways that we can organize ourselves?</p>	<p>Read Homeplace big book</p>	<p>Planting Day—plant a seed in a cup to discover the needs of plants. What will the seed need in order to grow? Start plant book <u>-SCI.2.9A Identify the basic needs of plants &amp; animals.</u></p>		
<p>Week 24 Families and trade (new adoption) <u>-SS.2.09A Explain how work provides income to purchase goods &amp; services.</u></p>	<p>Week 27 Money &amp; Markets (new adoption) <u>-SS.2.09B Explain the choices people in the U.S. free enterprise system can make about</u></p>	<p>Measurement-Lab Measure length <u>SCI.2.4B Measure &amp; compare organisms &amp; objects using non-standard units that approximate metric units.</u></p>		<p>Measure length of plant-create plant chart Read King’s foot <u>SCI.2.4B Measure &amp; compare organisms &amp; objects using non-</u></p>

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	<p><u>earning, spending &amp; saving money &amp; where to live &amp; work.</u> Introduce to students system on how they will be receiving/earning money</p>	<p><u>-SCI.2.2C Collect data from observations using simple equipment such as hand lenses, primary balances, thermometers &amp; non-standard measurement tools.</u></p>		<p><u>standard units that approximate metric units.</u> <u>-SCI.2.2C Collect data from observations using simple equipment such as hand lenses, primary balances, thermometers &amp; non-standard measurement tools.</u> <u>-SCI.2.9A Identify the basic needs of plants &amp; animals.</u></p>
<p>Week 25 Resources and choices <u>-SS.2.07B Describe how natural resources &amp; natural hazards affect activities &amp; settlement patterns</u> <u>SS.2.07C Explain how people depend on the physical environment &amp; natural resources to meet basic needs.</u> <u>SS.2.18A Obtain information about a</u></p>	<p>Week 26 Goods and Services <u>-SS.2.09A Explain how work provides income to purchase goods &amp; services.</u> <u>-SS.2.10A Distinguish between producing &amp; consuming.</u> <u>SS.2.10B Identify ways in which people are both producers &amp; consumers</u></p>	<p>Measurement-Lab Measure Mass <u>SCI.2.4B Measure &amp; compare organisms &amp; objects using non-standard units that approximate metric units.</u> <u>-SCI.2.2C Collect data from observations using simple equipment such as hand lenses, primary balances, thermometers &amp; non-</u></p>	<p>Continue measuring plant length <u>SCI.2.4B Measure &amp; compare organisms &amp; objects using non-standard units that approximate metric units.</u> <u>-SCI.2.2C Collect data from observations using simple equipment such as hand lenses, primary balances, thermometers &amp; non-</u></p>	<p>Plant parts-flowers w/ colored water <u>-SCI.2.10B Observe, record &amp; compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant.</u></p>

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<u>topic using a variety of valid oral sources such as conversations, interviews &amp; music.</u>		<u>standard measurement tools.</u>	<u>standard measurement tools.</u>	<u>-SCI.2.9A Identify the basic needs of plants &amp; animals.</u>
Where we live-3 little pigs Natural Resources	<u>The Oxcart Man</u> Discuss book Compare & contrast Using Venn diagram the way the family spent and earned money to the way your family earns and spends money.	Introduce terrarium-how is the terrarium organized?	Plant parts puzzle Picture vocabulary 2 <sup>nd</sup> part of how the stem works Use smartboard Crawford activity	
	Anna's new coat Smartboard Crawford activity	worms	Terrarium update	
	ice cream PBS kids	Bricks	Market Day	

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## **Objectives:**

- SCI.2.4B Measure & compare organisms & objects using non-standard units that approximate metric units.
- SCI.2.2C Collect data from observations using simple equipment such as hand lenses, primary balances, thermometers & non-standard measurement tools.
- SCI.2.10B Observe, record & compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant.
- SCI.2.9A Identify the basic needs of plants & animals.
- SS.2.06C Examine information from various sources about places & regions.
- SS.2.07B Describe how natural resources & natural hazards affect activities & settlement patterns
- SS.2.18A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews & music.
- SS.2.07C Explain how people depend on the physical environment & natural resources to meet basic needs.
- SS.2.10C Examine the development of a product from a natural resource to a finished product.
- SS.2.10B Identify ways in which people are both producers & consumers
- SS.2.09A Explain how work provides income to purchase goods & services.
- SS.2.09B Explain the choices people in the U.S. free enterprise system can make about earning, spending & saving money & where to live & work.
- SS.2.10A Distinguish between producing & consuming.
- SS.2.11C Describe how governments tax their citizens to pay for services.

## **Writing**

### **Written Conventions**

- ELA.2.21A.iv** Understand and use adverbs (e.g., time: before, next; manner: carefully, beautifully) in the context of reading, writing, and speaking.
- ELA.2.21A.vii** Understand and use time-order transition words in the context of reading, writing, and speaking.
- ELA.2.22C.iii** Recognize and use punctuation marks, including apostrophes and possessives.
- AR ELA.2.22B.iii** Use capitalization for the salutation and closing of a letter.

### **Composition**

- ELA.2.18B** Write short poems that convey sensory details.
- ELA.2.19B** Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).

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**ELA.2.20A** Write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

**ELA 2.19A** Write brief compositions about topics of interest to the students.

**ELA.2.19C** Write brief comments on literary or informational texts.

### **Research**

**ELA.2.25C** Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).

**ELA.2.27A Create a visual display or dramatization to convey the results of the research (with adult assistance).**

**ELA.2.26A** Revise the topic as a result of answers to initial research questions.

### **Comprehension**

**ELA.2.13A** Identify the topic and explain the author's purpose in writing the text. [[◆ELPS.4\(J\)](#)]

**AR ELA.2.14A** Identify the main idea in a text and distinguish it from the topic. [[◆ELPS.4\(I\)](#)]

**AR ELA.2.14B** Locate the facts that are clearly stated in a text. [[◆ELPS.4\(I\)](#)]

**AR ELA.2.14C** Describe the order of events or ideas in a text. [[◆ELPS.4\(G\)](#), [4\(K\)](#)]

**AR ELA.2.Fig19D** Make inferences about text using textual evidence to support understanding.

**ELA.2.3A** Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions.

[[◆ELPS.4\(D\)](#), [4\(J\)](#)]

**ELA.2.3B** Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text. [[◆ELPS.3\(F\)](#), [4\(I\)](#)]

**ELA.2.16A** Recognize the different purposes of media (e.g., informational, entertainment). [[◆ELPS.2\(F\)](#)]

**ELA.2.16B** Describe techniques used to create media messages (e.g., sound, graphics). [[◆ELPS.2\(F\)](#)]

**ELA.2.16C** Identify various written conventions for using digital media (e.g., e-mail, website, video game). [[◆ELPS.1\(H\)](#)]

**AR ELA.2.Fig19D** Make inferences about text using textual evidence to support understanding.

**ELA.2.3B** Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text. [[◆ELPS.4\(G\)](#), [4\(K\)](#)]

**ELA.2.7A** Describe how rhyme, rhythm, and repetition interact to create images in poetry. [[◆ELPS.4\(J\)](#)]

**ELA.2.11A** Recognize that some words and phrases have literal and non-literal meanings that may appeal to the senses. (e.g., take steps).

[[◆ELPS.1\(H\)](#), [4\(J\)](#)]

**AR ELA.2.Fig19D** Make inferences about text using textual evidence to support understanding.

**AR ELA.2.Fig19E** Retell important events in stories in logical order.

**MATH.2.8A** Create two-dimensional shapes based on given attributes, including number of sides and vertices.

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MATH.2.8B Classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language.

MATH.2.8C Classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices. Recommended Mathematical Process Standards

MATH.2.1C Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.

MATH.2.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

MATH.2.1F Analyze mathematical relationships to connect and communicate mathematical ideas

MATH.2.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

MATH.2.3A Partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.

MATH.2.8D Compose two-dimensional shapes and three-dimensional solids with given properties or attributes.

MATH.2.8E Decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.

MATH.2.3B Explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.

MATH.2.3D Identify examples and non-examples of halves, fourths, and eighths. Recommended Mathematical Process Standards

MATH.2.1A Apply mathematics to problems arising in everyday life, society, and the workplace.

MATH.2.1C Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.

MATH.2.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

MATH.2.1E Create and use representations to organize, record, and communicate mathematical ideas.

MATH.2.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

MATH.2.3C Use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole. Recommended Mathematical Process Standards